



DENVER
PUBLIC
SCHOOLS

Portfolio Management Team

2022-2023

Innovation School Innovation Plan Application



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Letter to your School Community

DGS Northfield Community,

Denver Green School Northfield is proudly an innovative school. Several key features of our school rest on flexibilities that require our school to have innovative status. To quickly get to it, our school exercises the following flexibilities.

1. A leadership team of staff members that currently includes 7 teachers, 2 administrators and 1 student support liaison, uses consensus to make critical school decisions around schedule, budget, professional development and the general running of our school.
2. We have two Lead Partners that work with the Partnership to execute day-to-day leadership needs in the school. This is in replacement from a typical principal position.
3. We can hire non-licensed staff, like our garden teacher Mr. Nick, to teach non-core classes.
4. Our student council members are included in our Collaborative School Committee.
5. We develop our own curriculum to ensure we can create engaging and relevant units.
6. We create our own assessment program, which currently uses the MAP test and teacher formatives, to progress monitor students.
7. We have a flexible calendar that includes starting two days early and adding a few contact days to support teacher planning.
8. Teachers can use their own judgment for when to take their four personal days (the standard DTCA contract does not permit personal days in the first and last four weeks of the school year, next to holidays and for 'mere personal convenience'. Our teachers can take personal days during those times).
9. Our budget calculates the actual cost of the teacher (salary + benefits) rather than the average cost of a teacher which gives us additional funds to support our students,
10. We opt out of district training that is less relevant for our staff than the training we can offer internally.

This plan is the same school model we have run since the school opened. This is the first time we are codifying the personal day freedoms to teachers in our external facing plan, though it has been communicated to staff. The most important component of the plan is undoubtedly our more democratic leadership model. Having students on CSC, no principal position and a team of partners leading the school sets in motion a school model that includes greater stakeholder voice and buy-in. A committee that includes our DTCA representative, three other teachers and one administrator wrote this plan.

Innovation Plan Narrative

a.

School Mission, Vision, and Values

Mission

In partnership with our diverse urban community, Denver Green School (DGS) will provide a hands-on, brains-on experience that engages all students, staff, families and community, in preparing our learners to lead the way toward a sustainable, bright green future.

Vision

DGS is a national beacon for real-world learning. We strive to integrate a flexible student-driven approach to curriculum and instruction, where diverse learners of all ages:

- Achieve at a high level academically,
- Partner with their teachers to engage in relevant, student-directed learning,
- Build leadership capacity by embracing a democratic decision-making model,
- Use service-learning as a way to become community stewards,
- Create mind-body connections as well as community connections,
- Use our school building and our neighborhood as laboratories for the study and implementation of carbon footprint reduction and sustainable living.

Core Values

1. Community: Organizations, neighbors, teachers and family members are key stakeholders in the education of children. DGS involves these stakeholders to support student learning and to contribute to our community.
2. Equity: DGS serves every student in our community and creates learning conditions in which all students can achieve their highest potential. The DGS community demonstrates leadership in cultural proficiency in a system that supports diversity.
3. Engagement: DGS believes that students learn best when they are engaged in a student centered, standards-based curriculum which emphasizes hand-on, brains-on project-based learning in a real-world setting, thus inspiring natural curiosity and innovation.
4. Stewardship: DGS takes ownership of and responsibility for maintaining, protecting and improving our natural, built and social environment. DGS engages in direct action to address environmental problems and achieve sustainable solutions.
5. High Expectations: DGS students hold the highest expectations for their own achievement, as well as that of the greater DGS community. DGS will align curriculum, instruction and assessments as an accountability tool for continuous learning and improvement.
6. Relevance: DGS students are enthusiastic learners because they use knowledge to solve real-world problems in their own communities. Focusing on sustainability issues, DGS builds community partnerships to create a more durable future.
7. Shared Leadership: DGS is committed to a vision of distributed leadership that is collaborative, democratic, effective, reflective and courageous. DGS engages all community stakeholders in its decision-making process.

Denver Green School utilizes relevant instruction and shared leadership to serve a diverse community and create an inclusive environment that engages all learners to flourish and live a sustainable life. The Denver Green School model was born as an innovation school and we do not know how the school would function without vital flexibilities that our innovation status grants us. We use a shared leadership model, The Partnership, that rests on key flexibilities within our innovation plan, to drive forward with our ambitious school plan. Our school model includes the prioritization of teacher voice, relevant instruction and inclusion in the Luminary Learning Network.

DGS Northfield is led by teachers. The 8 teachers on our leadership team, The Partnership, have the strongest voice within our decision making group. Further, splitting the role of Principal into two Lead Partners ensures power does not rest with a singular leader. These two vital components to our governance, that we do not have a principal and we are led by a partnership of teachers, can only be achieved with innovation status. We also empower our teachers to develop the curriculum that best fits

the needs of their students. Finally, teachers can choose to take their allotted personal days within restricting specific times outlined in the DTCA contract. In a school that has teachers at the helm, it is hardly surprising to see teachers entrusted with the decisions that truly drive student success.

Another key feature of our school is the prioritization of relevant instruction. Hiring non-licensed staff for non-core classes, like beloved gardening teacher Mr. Nick, is a flexibility that allows for students to tend to our robust garden and care for our chickens and goats. An equally important flexibility is opting out of prescribed curriculum to develop our own curriculum that can connect to excursions and real-world learning. This curriculum prepares students for success on state accountability exams but is developed by the teacher charged with implementing it.

DGS Northfield seeks to remain a proud member of the Luminary Learning Network. The LLN is a diverse-by-design organization that was founded by educators that are passionate about the power of schools having a strong voice in their own governance. We remain committed to one critical common interest: achieving tangible academic and social-emotional success for all students as described in the LLN's Zone innovation plan and modeled through our [LLN Collective School Values](#). As an LLN school, we benefit from the continuity of working with consistent and like-minded peer groups which allows for deep relationship development and genuine support in alignment with our school's unique innovation plan.

Table 1. Innovation plan goals.

Performance Indicator/Other Assessment or Measure	Current/Baseline Performance	2022-2023 Goal	2023-2024	2024-2025*
SPF	87.9/100	Continue to meet expectations	Continue to meet expectations	Continue to meet expectations
MAP Percentile Growth	N/A	50%	50%	50%
CMAS MGP	* 78 lit / 51 math	50 lit / 50 math	50 lit / 50 math	50 lit / 50 math

*There is a small sample size for MGP in the COVID era, so these numbers are less reliable than they will become.

Innovation Plan Onboarding

DGS Northfield strives to hire leaders from within our organization that understand what innovation is. The hiring process is led by the LLN executive director in partnership with the DGS Northfield CSC and Partnership. If there is not an internal candidate that already knows the ins and outs of our innovation plan, we will include materials and questions that direct candidates to better understand innovation in the interview process.

Section I: Educational Program Flexibilities

In the table below, use each prompt to describe in detail each of the school's requested existing educational programming flexibilities, making sure to address the Standards of Quality for that specific flexibility.

Educational Program Flexibilities		
Flexibility Area	Detailed Flexibility and Rationale	Associated Waivers
Calendar	<p><i>Describe which calendar flexibilities your educational program requires and provide rationale in support of those flexibilities.</i></p> <p>DGS Northfield will develop a calendar that will meet any district calendar requirements and state minimum requirements for student contact and support the implementation of the innovation plan. We will develop a calendar that will be approved by the CSC and The Partnership by March of each year. We begin discussing this topic in January and continue the conversation in February before our final approval meeting in March.. In practice, we've started two days before the district and changed four of our half-day Fridays to full non-contact days where teachers engage in professional development.. The rationale for these switches is that it is easier for students and staff to transition to a new school year when you begin with a 2-day week before most DPS schools start and to then use these additional minutes to create more non-contact days, which provide additional time to plan the unique instructional opportunities that define our school.</p>	<p>DCTA CBA:</p> <ul style="list-style-type: none"> → Article 1-7: Definition of "School Year" → Article 8-1-1 - 8-1-5: Contract Year <p>State Statute:</p> <ul style="list-style-type: none"> → 22-32-109(1)(n) (I): Schedule and Calendar → 22-32-109 (1)(n)(II)(A): Actual Hours of Teacher-Pupil Instruction and Contact → 22-32-109 (1)(n)(II)(B): School Calendar → 22-33-102(1) Definition of "Academic Year"
Schedule	<p>DGS Northfield utilizes a half-day Friday model so teachers can exchange in professional development, vertical planning and data analysis. Our Monday-Thursday schedule is 9:10-4:40pm and our Friday schedule is 9:10-1:00pm. Teachers are expected to work 8:45am-4:40pm Monday-Thursday and 8:45am-3:30pm on Friday, which is a 38.5 hour work week. Within this model, we are still able to meet instructional minutes for our students.</p>	<p>DCTA CBA:</p> <ul style="list-style-type: none"> • Article 1-7: Definition of "School Year" • Article 8-2 - 8-10: Professional Standards <p>State Statute:</p> <ul style="list-style-type: none"> • 22-32-109(1)(n)(I):

	All other aspects of Article 8 in the DCTA contract, besides those related to 8-2: Forty (40) Hour Work Week, will be observed.	<p>Schedule and Calendar</p> <ul style="list-style-type: none"> • 22-32-109 (1)(n)(II)(A): Actual Hours of Teacher-Pupil Instruction and Contact • 22-32-109 (1)(n)(II)(B): School Calendar • 22-33-102(1) Definition of "Academic Year"
Extra Duty Compensation	DGS Northfield does not request any flexibilities for extra duty compensation. We use the DPS systems for extra pay.	<ul style="list-style-type: none"> • No Waivers From Policy
Curriculum and Assessment	<p>Consistent with the zone funding model, DGS Northfield will be eligible to opt into district offerings through the Universal Flexibilities process for no additional cost, but will not receive funds if choosing to opt out of those offerings.</p> <p>DGS Northfield will maintain flexibility to select and develop curriculum that best serves our students. DGS Northfield vertical content teams meet on Fridays. One of the pieces of work our teams take on during Friday PD is to analyze the pros and cons of the district curriculum and any proposed curriculum. This usually occurs in January, when new curriculum options are explained by the district. Then, the team will make a consensus vote to either adopt the curriculum or continue to utilize a teacher-led curriculum. As a school focused on Education for Sustainability, excursions and relevant learning, our teachers have continuously opted to select a teacher developed curriculum. Curriculum will be standards aligned. Our outcomes will result in exceeding District results on CMAS (See above).</p> <p>DGS Northfield will maintain flexibility to implement assessments that best support the progress monitoring of our students. DGS Northfield uses MAP testing and teacher created formative assessments. Our data tracking and instruction will result in strong academic performance that exceeds the District on CMAS (see goal metrics above)</p>	<p>State Statute:</p> <ul style="list-style-type: none"> • 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks; • Section 22-32-109(1): Adopt Content Standards and Plan for Implementation of Content Standards
Professional Learning	DGS Northfield will maintain flexibility to select professional learning that best supports staff in their pursuit to serve students at a high level. Lead Partners will meet with content team leads to review professional development options and identify what DGS Northfield teachers will be expected to attend. With a heavy focus on Education for Sustainability, relevant learning and excursions, DGS Northfield will tap our teachers leaders to develop and lead professional development. We also	<p>State Statute:</p> <ul style="list-style-type: none"> • 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks; • 22-32-109(1): Adopt Content Standards and Plan for Implementation of

	<p>utilize professional learning provided by the LLN, especially with our sister school, DGS Southeast. Finally, all staff we complete all training related to health, safety and legal compliance such as special education and MLE.</p> <p>DGS Northfield leads our own professional development to ensure our staff is prepared to build and deliver our own curriculum. The lift of this internal process and curriculum development requires our staff not be expected to participate in district led professional development.</p>	Content Standards
Supplemental and Enrichment Programming	<p>DGS Northfield will use the flexibility of hiring non-licensed staff to lead content in non-core classes such as the gardening elective. All staff hired will meet legal compliance required of DPS staff including special education and MLE requirements. DGS Northfield delivers a uniquely relevant curriculum and having a wider pool of candidates helps ensure we can find the best candidates for the position.</p>	<p>State Statute:</p> <ul style="list-style-type: none"> • 22-63-201: Employment - License; • 22-63-402. Disbursements; • 22-32-110(1)(ee): Local Board Powers-Employ teachers' aides and other non certificated personnel; • 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay

Section II: Teaching/Staffing Flexibilities

In the table below, use each prompt to describe in detail each of the school's requested existing teaching/staffing flexibilities, making sure to address the Standards of Quality for that specific flexibility. If your school is not interested in a specific flexibility, please leave those rows blank.

Teaching/Staffing Flexibilities		
Flexibility Area	Detailed Flexibility and Rationale	Associated Waivers
Recruitment	<ul style="list-style-type: none"> • Denver Green School Northfield will retain the flexibility to begin the hiring process before the standard DPS process. This flexibility results in a larger candidate pool and the ability to hire earlier in the hiring process. In accordance with the Equal Pay for Equal Work Act, Denver Green School Northfield will post vacancies when they become open. Each school year, the school will work with the district Human Resources office to determine system availability, procedures and timelines for staffing to ensure timely recruitment and posting for open positions through the district website. 	<ul style="list-style-type: none"> • DCTA CBA: <ul style="list-style-type: none"> • Article 13-7 Hiring timelines • Article 13-8 Personnel Committee • Article 14-1 Summer School Teaching Positions

	<ul style="list-style-type: none"> • In addition to this posting, the school will engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels. <p>Hiring Process: The hiring process at Denver Green School Northfield is guided by our Strategic Vision and specifically seeks to intentionally diversify our staff so we begin to better represent and serve the students in our community.</p> <ul style="list-style-type: none"> • The Partner responsible for coordinating hiring at Denver Green School Northfield shall be responsible for hiring all staff and shall implement a hiring process that best meets the needs of the innovation school. The hiring committee supports the hiring process, including being part of the interview team. The school leader may decide to include some or all members of the Hiring Committee in a particular interview panel. Hiring Committee decisions are made by consensus when possible. Should the Hiring Committee fail to reach consensus, the school leader shall cast the deciding vote. To the extent possible, the Hiring Committee shall include representatives from staffing areas that will be affected by the new hire. During school breaks, the school leader can fill positions without attempting to consult the Hiring Committee. During the hiring process, we send candidates a letter that explains our innovation flexibilities. • The Partner coordinating the Hiring Committee keeps our school's teacher-led Partnership and Lead Partners apprised of progress being made in filling open positions with reports to the Partnership twice monthly. • In addition, Denver Green School works with DPS HR for all aspects of hiring outside of our internal interview process. We have an assigned recruiter, an HR representative and onboarding support staff. 	
<p>Reduction in Building Procedure</p>	<p>Denver Green School Northfield will follow the standard process for making Reduction in Building (RIB) decisions, except that some of the responsible parties will differ because of our leadership structure.</p> <p>In the process described in Article 13-10, the "Personnel Committee" will be replaced by a "Staffing Committee" that will include at least one Lead Partner and two Partners who are not Lead Partners. This group will intentionally differ from the Hiring Committee, which will be focused on teacher recruitment during the budgeting process. Partners may nominate or self-nominate to be on the Staffing Committee. The final composition will be determined by a vote of the Partnership at least annually. For all decisions that</p>	<p>DCTA CBA:</p> <ul style="list-style-type: none"> • 13-10 Reduction in Building Staff (RIBS)

	<p>would be made by the Personnel Committee, the Staffing Committee will make recommendations that will be decided upon by the full Partnership.</p> <p>The process for determining consideration groups will be the same as described in the DCTA contract. All timelines for making RIB decisions will follow the contract or applicable district guidance. The Partnership, rather than the CSC, will charge the Staffing Committee with the task of conducting a RIB process, though the CSC will still advise school leaders on the budget and staffing.</p>	
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Section III: School Management and Leadership

In the table below, use each prompt to describe in detail each of the school's requested existing management and leadership flexibilities, making sure to address the Standards of Quality for that specific flexibility.

School Management and Leadership Flexibilities		
Flexibility Area	Detailed Flexibility and Rationale	Associated Waivers
School Leader Training and Development	<p>DGS Northfield participates in school leader support provided by a paid leadership coach that is hired by the Luminary Learning Network. In addition, the LLN executive director provides bi-weekly in-person meetings to support the school, monthly problem of practice meetings with member LLN schools and yearly site reviews. This requires DGS Northfield to not attend district provided leadership development. In addition to this, evaluation and feedback as part of the standard DPS LEAD eval process is provided by the Executive Director of the LLN. Within this support and district provided training, DGS Northfield completes all training related to health, safety and legal compliance such as special education and MLE.</p>	<p>State Statute:</p> <ul style="list-style-type: none"> 22-32-109(1)(jj): Identify Areas in which the Principal/s Require Training or Development

Section IV: Governance and Budget Flexibilities

In the table below, use each prompt to describe in detail each of the school's requested existing governance and budget flexibilities, making sure to address the Standards of Quality for that specific flexibility.

Governance and Budget Flexibilities		
Flexibility Area	Detailed Flexibility and Rationale	Associated Waivers

<p>Collaborative School Committees</p>	<p>In the area of school governance DGS Northfield exercises several flexibilities. We do not have a principal and instead have two Lead Partners that share the role of principal. We do not have a SLT and instead have the Partnership. We also have a large CSC that includes four student council members, three teachers, four parents and one administrator.</p> <table border="1" data-bbox="315 361 1243 1157"> <thead> <tr> <th data-bbox="315 361 584 464">Committee Name and Acronym</th> <th data-bbox="584 361 880 464">Members</th> <th data-bbox="880 361 1243 464">Brief Overview of Responsibilities</th> </tr> </thead> <tbody> <tr> <td data-bbox="315 464 584 604">Lead Partner</td> <td data-bbox="584 464 880 604">Erin Miller; Kartal Jaquette</td> <td data-bbox="880 464 1243 604">Handle day-to-day executive roles of running school.</td> </tr> <tr> <td data-bbox="315 604 584 846">The Partnership</td> <td data-bbox="584 604 880 846">8 teachers, 2 Lead Partners, 1 Student Support Liaison.</td> <td data-bbox="880 604 1243 846">Develop budget, schedule, professional development plan and approve new initiatives that shift any school programming.</td> </tr> <tr> <td data-bbox="315 846 584 1020">The Teacher Leadership Committee. Our name for ILT</td> <td data-bbox="584 846 880 1020">2 Lead Partners, 3 Senior Team Leads, 2 Team Specialists</td> <td data-bbox="880 846 1243 1020">Norm on coaching, observation and feedback systems. This is our ILT.</td> </tr> <tr> <td data-bbox="315 1020 584 1157">Collaborative School Committee (CSC)</td> <td data-bbox="584 1020 880 1157">1 administrator, 3 teachers, 4 parents and 3 students.</td> <td data-bbox="880 1020 1243 1157">Develop calendar, run internal surveys, voice in budget, review UIP</td> </tr> </tbody> </table> <p>Selection:</p> <ul data-bbox="363 1234 1263 1906" style="list-style-type: none"> • CSC: The teachers in the CSC self-nominate themselves. It has never happened that more than 3 staff members expressed interest. In the event they did, the partnership would select who of the 4 or more candidates participated. The students in the CSC are students that are selected by their peers in a whole school election. Students give speeches and are voted on in a google form. The parents in the CSC nominate themselves and write a brief explanation of their candidacy. If more than 4 parents run, the parent community votes on who will be selected. • Partners: The teacher partners are selected using a consensus vote by the partners. Teachers nominate themselves and the partnership reflects on their work as an instructor and within collaboration to join our Partner-in-Training program. • TLC (ILT): If a space becomes available within our Senior Team Lead or Team Specialist roles, staff members can express interest in the role. The existing members of the TLC will review the candidacy of interested staff members and make a decision for which staff member will be offered the TLC 	Committee Name and Acronym	Members	Brief Overview of Responsibilities	Lead Partner	Erin Miller; Kartal Jaquette	Handle day-to-day executive roles of running school.	The Partnership	8 teachers, 2 Lead Partners, 1 Student Support Liaison.	Develop budget, schedule, professional development plan and approve new initiatives that shift any school programming.	The Teacher Leadership Committee. Our name for ILT	2 Lead Partners, 3 Senior Team Leads, 2 Team Specialists	Norm on coaching, observation and feedback systems. This is our ILT.	Collaborative School Committee (CSC)	1 administrator, 3 teachers, 4 parents and 3 students.	Develop calendar, run internal surveys, voice in budget, review UIP	<p>District Policy:</p> <ul data-bbox="1305 142 1494 254" style="list-style-type: none"> • BDF-R4 Collaborative School Committee <p>CBA:</p> <ul data-bbox="1305 310 1487 531" style="list-style-type: none"> • Article 5-5: School Leadership Team • 5-6: Instructional Leadership Team <p>State Statute:</p> <ul data-bbox="1305 569 1500 699" style="list-style-type: none"> • 22-32-126: Employment and Authority of Principals
Committee Name and Acronym	Members	Brief Overview of Responsibilities															
Lead Partner	Erin Miller; Kartal Jaquette	Handle day-to-day executive roles of running school.															
The Partnership	8 teachers, 2 Lead Partners, 1 Student Support Liaison.	Develop budget, schedule, professional development plan and approve new initiatives that shift any school programming.															
The Teacher Leadership Committee. Our name for ILT	2 Lead Partners, 3 Senior Team Leads, 2 Team Specialists	Norm on coaching, observation and feedback systems. This is our ILT.															
Collaborative School Committee (CSC)	1 administrator, 3 teachers, 4 parents and 3 students.	Develop calendar, run internal surveys, voice in budget, review UIP															

	<p>position. Professionalism and observation data will be a major component of this decision.</p> <p>CSC Decision Making: The CSC strives to use consensus, where everyone agrees or accepts the proposal that is being discussed. In practice, this usually means that the proposal evolves to include whatever considerations a dissenting view wants to include. In the event the CSC has to make a decision (i.e. calendar) and consensus cannot be reached, a vote will take place and simple majority would dictate the outcome.</p> <p>Responsibilities: Each group within the CSC has a vote in our budget that adds to a budget item's point value. The point value eventually dictates which items are funded or not. The CSC is the working committee that drafts the calendar that is then approved by the partnership. The CSC drafts and reviews the student and parent survey. The CSC is also the official parent group that works with the LLN ED to help with the hiring process of a Lead Partner.</p> <p>School Leader Hiring: DGS Northfield school leader hiring is run by the LLN ED. It follows the best practices outlined in DPS hiring process, including forming a School Lead Partner Selection Advisory Committee and having the CSC vote to approve the candidate.</p>	
Budgeting on Actuals v. Averages	<p>Does your school currently, or do you seek to, budget on actual teacher salaries rather than district average teacher salaries?</p> <p>Provide a summary of the benefits of this budgeting strategy as it relates to your school's mission and vision.</p> <p>DGS Northfield will be a school that budgets on actual teacher salaries. This budgeting strategy will enable DGS Northfield to have a more robust budget that includes larger content budgets at teacher discretion, more staff to support the instruction of students and increased opportunities for overtime pay.</p>	No Associated Waivers

Section V: Additional Flexibilities

Proposed New Flexibilities		
Flexibility Area	Detailed Flexibility and Rationale	Associated Waivers
	<p>Describe any potential new flexibilities here. Please include rationale for how this new flexibility would support your school's mission and vision.</p> <p>DTCA 20-1-2-2: It is intended that personal leave will be available only for reasons of hardship or other pressing or emergency need, and not merely</p>	<p>CBA:</p> <ul style="list-style-type: none"> ● Articles 20-1-2-2, DTCA 20-1-2-3,

	<p>for personal convenience. Unused personal leave will be accumulated from year to year as sick leave.</p> <ul style="list-style-type: none"> • DGS Northfield teachers are professionals that can use personal days for any reason they want including personal convenience. Unused personal leave will be accumulated from year to year as sick leave. <p>DTCA 20-1-2-3: Personal leave may not be used to extend a period of school intermission or used in conjunction with the observance of a Federal Holiday</p> <ul style="list-style-type: none"> • DGS Northfield teachers are professionals that can use personal days any day of their work calendar including to extend school intermission or used in conjunction with the observance of a Federal Holiday. <p>DTCA 20-1-4-2: To maximize continuity of instruction, personal leaves will not be granted during the first four (4) or last four (4) weeks of the school year except for urgent, documented reasons.</p> <ul style="list-style-type: none"> • DGS Northfield teachers are professionals that can use personal days in the first four (4) or last four (4) weeks of the school year at their own discretion. 	<p>and DTCA 20-1-4-2</p>
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Section VI: Innovative Practices Outside of Waivers

Innovative Practices	
Innovative Practice	Rationale and Specific Benefits
	<ul style="list-style-type: none"> • Excursions: DGS Northfield uses relevant real-world excursions to help our students understand content and grow as learners. In the fall of 2022, we took over 450 students camping on 8 different camping trips..

Waivers and Replacement Language

Calendar

DCTA CBA:

- [Article 1-7: Definition of "School Year"](#)
- [Article 8-1-1 - 8-1-5: Contract Year](#)

State Statute:

- [22-32-109\(1\)\(n\)\(I\): Schedule and Calendar](#)
- [22-32-109 \(1\)\(n\)\(II\)\(A\): Actual Hours of Teacher-Pupil Instruction and Contact](#)
- [22-32-109 \(1\)\(n\)\(II\)\(B\): School Calendar](#)
- [22-33-102\(1\): Definition of "Academic Year"](#)

The school shall **develop its own annual calendar that supports the mission, vision, and goals stated in the innovation plan**, provided it meets or exceeds the minimum standards of the district and state, including the actual hours of teacher-pupil instruction and teacher-pupil contact.

While the school seeks flexibility on some aspects of the school calendar as noted in the plan, it maintains the limit on the number of working days using the language of the contract, which allows for compensated additional days.

Schools will follow calendar creation and submission guidance in the District's innovation guidebook.

- The SLT-equivalent must vote to approve the final calendar, which must be approved no later than the date specified in the innovation guidebook. If no date is specified in the guidebook, the final calendar will be approved no later than April 15th.
- Input from parents and teachers will be sought prior to scheduling in-service programs and other non-student contact days. This calendar shall serve as the academic calendar for the school. All calendars shall include planned work dates for required staff in-service programs. Once a calendar is adopted, any further changes must be approved by the district. Such changes shall be preceded by adequate and timely notice of no less than 30 days, except for emergency closing or other unforeseen circumstances as determined by the district.
- A copy of the upcoming school-year calendar shall be provided to all parents/guardians of students who are currently enrolled. The approved upcoming school year calendar will be placed on the school's website prior to May 1 of the prior academic year and a copy shall be provided to the school's principal supervisor. The school shall submit their calendar to the district in a timeframe as requested by the district in order to meet requirements for alignment with hiring/onboarding, transportation, facilities and other service provision.

The term "school year" as used in corresponding Articles and policies affecting the school shall mean the school calendar as it is established by the innovation school. This definition will include an identification of days. "Academic year" refers to the year as it is established by the innovation school's developed academic calendar for the School.

Schedule

DCTA CBA:

- [Article 1-7: Definition of “School Year”](#)
- [Article 8-2 - 8-10: Professional Standards](#)

State Statute:

- [22-32-109\(1\)\(n\)\(I\): Schedule and Calendar](#)
- [22-32-109 \(1\)\(n\)\(II\)\(A\): Actual Hours of Teacher-Pupil Instruction and Contact](#)

The school may modify the professional standards outlined in Article 8-2 - 8-10, as described in the innovation plan. All other aspects of Article 8 in the DCTA contract, besides those related to planning time and those indicated in the Calendar flexibility, will be observed (all references in article 8 to the SLT will refer to the SLT equivalent)

Curriculum and Assessment

State Statute:

- [22-32-109\(1\)\(t\): Determine Educational Program and Prescribe Textbooks](#)
- [Section 22-32-109\(1\)\(aa\): Adopt Content Standards and Plan for Implementation of Content Standards](#)

The DPS Board authorizes the school to **develop an educational program that aligns to the mission and vision** of the school and supports the mission, vision, and goals stated in the innovation plan. The school will continue to follow the district’s policy on curriculum and assessment as long as the district continues to operate a process through which schools are provided with curriculum flexibilities. The school may maintain this flexibility if the district changes its policy on curriculum and assessment.

The school’s curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments.

Professional Learning

- [22-32-109\(1\)\(t\): Determine Educational Program and Prescribe Textbooks](#)
- [Section 22-32-109\(1\)\(aa\): Adopt Content Standards and Plan for Implementation of Content Standards](#)

The DPS Board authorizes the school to **develop professional development that aligns to the mission and vision of the school** and enables the school to implement the innovation plan. As described in the innovation plan, the School will participate in district-provided coaching and professional development except when such coaching or professional development contradicts the successful implementation of the innovation plan and/or the mission/vision of the school.

In determining the School’s PD and coaching schedule, the principal supervisor will collaborate with the Principal to ensure that district PD and coaching supports the School in implementing the goals of the innovation plan. The School must participate in all trainings required for health, safety, and other legal compliance.

Supplemental and Enrichment Programming

State Statute:

- [22-32-110\(1\)\(ee\): Local Board Powers-Employ teachers' aides and other non certificated personnel](#)
- [22-63-201: Employment - License](#)
- [22-63-402. Disbursements](#)

The school may **employ either licensed or non-licensed personnel for supplemental and enrichment instruction or supervision consistent with the innovation plan**, and the DPS board may enter into employment contracts with non-licensed teachers and/or administrators at the school as necessary to implement the school's innovation plan. Non-licensed personnel will, at a minimum, possess a bachelor's degree or have relevant work experience, subject to approval by DPS HR. The school will employ licensed teachers for teaching of core content pursuant to state and federal law. Core content areas are considered as: Language Arts; Math; Science; Foreign language; Social Studies (Civics, Government, History, Geography, Economics); Art. All core content teachers shall meet the federal and state requirements, and shall possess a valid Colorado teacher license.

School district monies will be used to pay both licensed and non-licensed teachers hired to perform services consistent with the innovation plan. Prior to hiring any person, in accordance with state law, the district shall conduct background checks.

Recruitment

DCTA CBA:

- [Article 13-7 Hiring timelines](#)
- [Article 13-8 Personnel Committee](#)

The Innovation School will have autonomy to **recruit staff and make offers to candidates outside of the traditional district hiring calendar**.

The school leader shall be responsible for hiring all staff and shall implement a hiring process that best meets the needs of the innovation school. The school leader, with consultation from the CSC-equivalent, may establish a hiring committee as described in the innovation plan to provide input into hiring decisions. To the extent possible, the hiring committee shall include representatives from staffing areas that will be affected by the new hire.

During school breaks, the principal can fill positions without attempting to consult the personnel committee or the school's replacement for the personnel committee.

Reduction in Building Procedure

DCTA CBA:

- [13-10 Reduction in Building Staff \(RIBS\)](#)

The principal, with consultation from the CSC-equivalent, will follow the RIB process as described in the innovation plan or the process as outlined in Article 13-10.

School Leader Training and Development

State Statute:

- [22-32-109\(1\)\(jj\): Identify Areas in which the Principal/s Require Training or Development](#)

In accordance with the innovation plan, the Principal will participate in district-provided coaching and professional development **except when such coaching or professional development contradicts the successful implementation of the innovation plan and/or the mission /vision of the school.**

In determining the Principal's PD and coaching schedule, the principal manager will collaborate with the Principal to ensure that district PD and coaching supports the school leader and/or leadership team in implementing the goals of the innovation plan.

School Governance and Committees

District Policy:

- [BDF-R4 Collaborative School Committee](#)

CBA:

- [Article 5-5: School Leadership Team](#)
- [Article 5-6: Instructional Leadership Team](#)

State Statute:

- [22-32-126: Employment and Authority of Principals](#)

The School will utilize innovation status to **replace the School Leadership Team with the Partnership**. The responsibilities and process for decision making of the Partnership are described in the innovation plan.

The membership of the CSC will include at least 7 voting members, with parents constituting the largest group. The CSC will include representation by the the following parties (more representatives can be added in these or other categories, provided parents constitute the largest group):

- Principal or principal's designee
- At least 3 parents or legal guardians of students enrolled at the school
- At least 1 teacher who provides instruction at the school
- at least 1 person who is involved in business or industry in the community
- At least 1 adult member of an organization of parents, teachers and students recognized by the school

The number of members of the CSC will be determined by the principal. Parents on the committee will be the highest represented group. To the extent practicable, the CSC will represent a cross-section of the school community.

The CSC will provide input into principal hiring as described in the innovation plan. The CSC may also choose to follow the typical district process for principal hiring

The CSC will not:

1. Participate in the day-to-day operations of the school;
2. Be involved in issues relating to individuals (staff, students, or parents) within the school; or
3. Be involved in personnel issues other than principal hiring (the School Personnel Committee will stand alone according to the current DPS/DCTA contract).

Although the school is waiving DPS policy BDF-R4, C.R.S. 22-11-401 and 22-11-402 are not waived.

Summary of State Statute

(This statute is not waived and the CSC must adhere to C.R.S. 22-11-401 and C.R.S. 22-11-402).

Meetings

The CSC will publicize and hold public CSC meetings at least every quarter to discuss whether school leadership, personnel and infrastructure are advancing or impeding implementation of the school's performance, improvement, priority improvement, or turnaround plan, whichever is applicable.

If applicable, the CSC will publicize a public hearing to discuss strategies to include in the school priority improvement or turnaround plan and to review a written school priority improvement or turnaround plan.

Summary of Duties ([see 22-11-402 for state statute verbatim](#))

The CSC will:

1. Act as the school accountability committee for the school.
2. Recommend to the principal priorities for spending school moneys and formulating school budget requests.
3. Advise and make recommendations to the Principal and Instructional Superintendent on the school improvement plan.
4. Advise and make recommendations to the Board of Education on the school priority improvement or turnaround plan.
5. Provide input and recommendations on an advisory basis to the District
6. Accountability Committee and the principal supervisor concerning Principal evaluations.
7. Increase the level of parent engagement in the school. The committee's activities to increase parent engagement will include, but not be limited to:
 - a. Publicizing opportunities to serve and soliciting parents to serve on the CSC. In soliciting parents to serve on the CSC, the CSC will direct the outreach efforts to help ensure that the parents who serve on the CSC reflect the student populations that are significantly represented within the school;
 - b. Assisting the District in implementing at the school the parent engagement policy adopted by the Board of Education; and
 - c. Assisting school personnel to increase parents' engagement with teachers, including but not limited to parents' engagement in creating students' READ plans, in creating individual career and academic plans, and in creating plans to address habitual truancy.

Flexible Personal Leave

DCTA CBA:

- Articles 20-1-2-2: Personal Leave
- Article 20-1-2-3: Personal Leave

Teachers will have additional flexibility in regards to taking personal days as described in the innovation plan.

Membership in an Innovation Zone

District Policy:

- N/A

CBA:

- N/A

State Statute:

- [22-9-106: Local Board Duties Concerning Performance Evaluation for Licensed Personnel](#)

- [22-32-109\(1\)\(f\): Local Board Duties Concerning Selection of Personnel and Pay](#)
- [22-32-109\(1\)\(g\): Handling of Money](#)
- [22-32-110\(1\)\(h\): Local Board Powers Concerning Employment Termination of School Personnel](#)
- [22-32-109\(1\)\(t\): Determine Educational Program and Prescribe Textbooks](#)
- [Section 22-32-109\(1\)\(aa\): Adopt Content Standards and Plan for Implementation of Content Standards](#)
- [22-32-126: Employment and Authority of Principals](#)

Zone Management and Supervision of District Employees

The Luminary Learning Network (“LLN”) under the authority of its Board of Directors (“LLN Board”) shall oversee and support the LLN member schools. The LLN shall be an independent Colorado nonprofit corporation and a supporting organization under the Internal Revenue Code. All staff at the School are solely and exclusively employees of the district and the district continues to retain all liability and has final decision-making rights for evaluation, retention, and termination of district employees working in the School.

The LLN shall support the District by recommending candidates to serve as principals of LLN Schools, subject to the District’s employment authority, and the District’s consent shall not be unreasonably withheld, conditioned or delayed. The process and recommendations must be permissible under the terms of the individual school innovation plans and the Zone plan.

The LLN shall support the District by evaluating leaders of the school while it is in the Zone and make recommendations for retention or termination, as needed, to the DPS Board of Education. The LLN will use district evaluation procedures [i.e. LEAD] as defined by the DSLA agreement, but adapt the sub- standards so they are in alignment with the instructional program at the school, and define the performance metrics for school leaders that are compliant with applicable state law, including the Licensed Personnel Performance Evaluation Act, and the DSLA agreement. The LLN recommendations are subject to the district’s employment authority, provided, however, that the LLN recommendation shall be followed by the district unless there are clear and convincing reasons otherwise, with such reasons provided to the LLN in writing.

The district will not take action regarding the selection, retention or termination of school leaders without seeking the approval of the LLN. If the parties fail to agree and cannot resolve the dispute, either party may escalate any disputes to the DPS Board of Education.

The LLN has the authority to recruit candidates on behalf of all Zone schools using processes, channels, and timelines of its creation. All hiring of staff will be made according to the individual school innovation plans and District policy.

Zone and Zone School Participation in District Professional Learning

Zone Schools and zone school leaders will participate in professional learning as determined by Zone Schools and the LLN, and shall not be required to attend district training or professional development, unless such practices or requirements are related to the health and safety of students, discrimination or harassment of students and employees, and/or other legally required trainings, or in cases when the BOE determines that the practice or requirement applies to all District managed schools and has not been subject to waiver.

Zone Fundraising

The LLN may receive direct contributions from any source, and may engage in fundraising on its own behalf as well as on behalf of Zone Schools. Such funds shall be the sole and exclusive property of the LLN (in the event of dissolution,

any remaining assets would revert to the district, unless prior agreement is reached with the district to distribute to the schools) and shall not in any way reduce allocations to the school as part of DPS annual budgeting. The Zone will provide an accounting to the district regarding funds raised on behalf of Zone Schools in accordance with a Professional Services Agreement.

If at any point the School is no longer a member of the LLN, only the school-based waivers will apply for the School.